

The ATA Magazine

APRIL
1953

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION

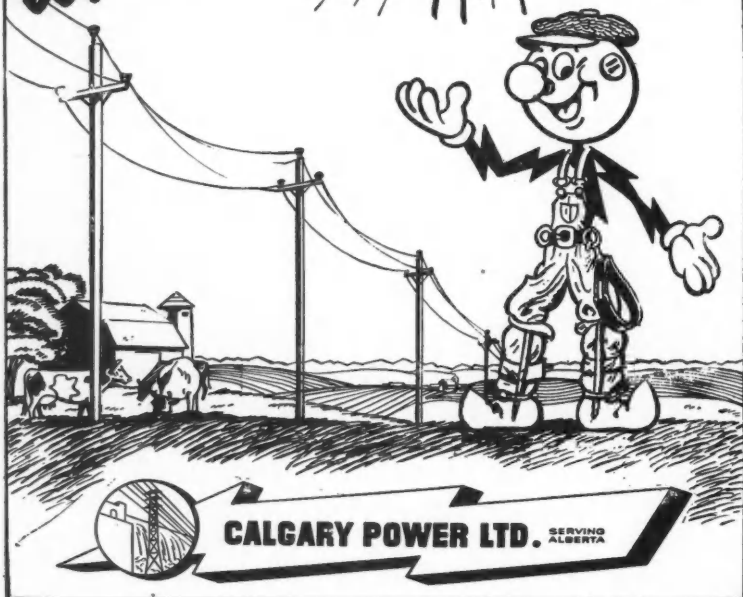


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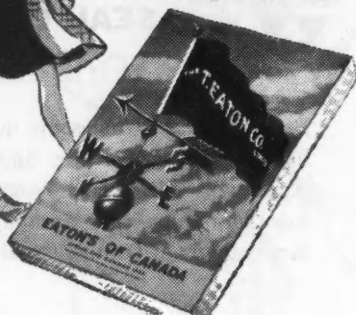
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The ATA Magazine



VOLUME - - 33
NUMBER - - 8
APRIL - - 1953

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CONTENTS

REGULAR FEATURES

Editorial	4
Official Bulletin	33
Our Library	35
Times Have Changed	37
Letters	38
News from Our Locals	39
Secretary's Diary	46

SPECIAL FEATURES

And Voices That Do Sing	6
<i>D. M. Sullivan</i>	
No Money——?	9
<i>CEA Newsletter</i>	
How Are Your Public Relations?	10
<i>S. R. Laycock</i>	
Labour's Concern for Education	13
<i>Orville C. Jones</i>	
Are We Neglecting the Three R's?	16
<i>G. M. Dunlop</i>	
Who Is Responsible for Good School Morale?	18
<i>Leland S. March</i>	

OFFICIAL NOTICES

<i>The ATA Magazine Requisition</i>	25
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Affiliated with the Canadian Teachers' Federation

PUBLISHED ON THE FIFTEENTH OF
EACH MONTH

except July and August

Subscriptions per annum:
Members \$1.50 — Non-members \$2.00
Single Copy, 25c

Authorized as second-class mail.



ADMINISTRATION AND THE SCHOOL

One of the most pressing problems in education today is the role of administration in our school system. Present day school administration has been copied largely from the business world and has its origin in religious and military organization. All verbalism to the contrary, present administrative practice is more autocratic than democratic.

Creative, Not Routine Work

It is not possible to discuss here all the peculiar features which set educational administration apart from that found in other organizations. The most unique feature of the educational institution is the prime need for creativeness and originality. To hedge the creative mind with obstructions and restrictions is to try to force the genius of invention into patterned behaviour. Our present administrative structure may do more to encourage people to dominate, rather than to cooperate, with others. Too often, we suspect, administrators formulate policy and execute it, without too much concern for how teachers may feel toward the new framework of operation into which they must fit.

Think With, Not for Teachers

What we need is a new view of administrator-staff relationships. School administrators should think with and not for teachers. Classroom teachers are colleagues of the administrator, not inferior individuals doing rote tasks. The organizational goal of school administration is the improvement of instruction. Acceptance and understanding of the decisions made regarding means of reaching objectives is required of all members of the school system. Acceptance of this view will mean distinct modification of the conventional notions of administration.

Autocratic or Democratic Administration

Historically, the administrative hierarchy has been pyramid in structure. All teachers are conscious of the usual class distinctions—superintendents, supervisors, principals, vice-principals, department heads, and so on. Obviously, this structure is slanted more towards autocratic than to democratic behaviour. It is not too easy to use an arrangement like this in democratic supervision.

Real Democracy is an Attitude of Action

Democratic thinking is the mainspring of democratic administration. We need more of it throughout the whole educational system. Critics tell us that democratic processes are neither efficient, nor practical in administration.

They mean that they want the easiest and quickest way to achieve an end. They mean that they are not interested in working towards group decisions. They mean that they accept democracy intellectually but reject it in everyday life.

Partnership, Not Rank and Position

In true democratic school administration there should be no servile awareness of rank and position. There should be a real partnership between administrative and instructional personnel. Every individual is working towards the same goal but seeing it from a different point of view. Title and position tend to obscure this fact. If we accept the colleague principle of administrator-staff relationship, teachers will share, in full partnership, the planning and operation of the school system.

Responsibility Must Be Accepted

But democratic administration confers responsibilities as well as liberty, equality, and fraternity. Teachers in the colleague-type of administration must accept responsibility for policy-making, for constructive thought. They must also accept the consequences of their decisions. Democratic processes require imagination as well as deliberation and decision. Those who would be educational leaders must be willing to look to the future, without demanding too much of the present.

Administration and Teacher Are Colleagues

Sometimes, we are afraid, school administrators regard the school systems they administer as personal property. In essence, the school administrator's first responsibility is to the child in school. So is the teacher's. Here is a partnership of responsibility calling for a partnership of action.

And Voices That Do Sing

D. M. SULLIVAN

THERE are 6,000 people in Canada who have never heard the bubbling of a fountain, the humming of telegraph wires, the cheerful tinkle of a sleigh bell or the deeply satisfying tones of a Beethoven Symphony. These 6,000 have never awakened to the many-throated chatter of bickering sparrows, in the growing light of dawn; they have never enjoyed the comforting background of everyday sound which most of us take for granted, the ticking of a clock, the whistle of a train, the gurgle of tap water; but saddest of all they have never known the sound of a mother's voice in conversation, in laughter or in song. "The problems of deafness," said Helen Keller, "are deeper and more complex, if not more important than those of blindness. Deafness is a much worse misfortune for it means the loss of the most vital stimulus—the sound of the voice that brings language, sets thought astir and keeps us in the intellectual company of man."

This is how Helen Keller describes the beginning of her "new life" at the age of seven, when despite blindness and deafness she learned to communicate with others: "Once I knew only darkness and stillness. My life was without past or future. But a little word from the fingers of another fell into my hand that clutched at emptiness, and my heart leaped to the rapture of living." If a deaf child appears stupid it may well be because the adults surrounding him have not succeeded in finding the proper method of communicating with his active little brain. Speech is

a matter of imitation, and what cannot be heard cannot be imitated. A six-year old child who has never heard since birth has no speech, no language, no reading ability, no writing ability; often he does not know that there is a name for everything, including himself. If he seems secretive, anti-social, or morose it may be because of the treatment he receives from playmates or adults. All deaf children tend to be more active and noisy than normal children, partly because they must see and touch things, to compensate for the missing auditory impressions; unable to hear sounds they tend to vocalize more freely, to breathe more loudly, to walk more noisily than their companions. About one-third of the deaf people of the country are congenitally deaf. Some causes of adventitious deafness are scarlet fever, meningitis, brain fever, falls and blows, measles, typhoid fever, whooping cough, catarrh, colds, paralysis or infantile paralysis, and convulsions. Deaf children have voices and they use them. They laugh out loud, scream, cry or whimper, beg and implore or talk back angrily, just like normal children, and understand, either by lip-reading or by other means, a great deal of what the adults say, and almost all of what their comrades say. They have normal intelligence and can be trained by special methods to take an important place in society.

Alberta's Handicapped Children

Children who have learned to speak before they lose their hearing are relatively easy to teach. Those

who are not totally deaf can be taught to recognize various sounds and to correct and develop their speech with the use of specially constructed auditory training units. Cost is a big problem as the appliances must be serviced with batteries and some parts are highly expendable when used by children, particularly the cord connecting the ear plug and the power unit.

Twenty-three classes for deaf, blind and retarded children were in operation in the Province of Alberta in 1951-52. The following table shows the distribution of these classes:

and a hearing test with group audiometer for all children in grades three, five, seven, nine, and eleven and thereafter every second year. The therapy, according to Miss Knight, shall include a complete otological examination, acoustic and speech training and lip reading instruction, by the group method when possible. Academic work must be taken at a much slower rate than in classes of normal children, especially in language, and much individual work is necessary. Pictures and audio-visual aids play a major role in the education of the acoustically handicapped child.

SPECIAL CLASSES IN ALBERTA, 1951-52

School Board	Nature of Class	Average Enrollment
Calgary Public	Subnormal, 7 classes	12.9
	Sight-saving, 1 class	15.1
	Hard-of-hearing, 1 class	17.1
Edmonton Public	Subnormal, 7 classes	15.6
	Sight-saving, 1 class	10.6
	Hard-of-hearing, 1 class	12
Calgary Separate	Subnormal, 1 class	14.3
Edmonton Separate	Subnormal, 1 class	14.2
Lethbridge Public	Subnormal, 2 classes	26.1
Medicine Hat Public	Subnormal, 1 class	15.1
23 classes		

To serve anyone who is suffering from a hearing disability it is necessary first to identify the extent of the disability, and then to provide for therapeutic assistance. Lillian Knight, teacher in the hard of hearing class at Queen's Avenue School in Edmonton, has taken a course in Columbia University, New York, in special techniques for hard of hearing children, and she has also visited special schools in London, England. She recommends for identification purposes the use of the tuning fork or sweep test with a clear tone audiometer set at normal hearing for all children of age four to seven years;

A Typical Class of Hard of Hearing Children

Dropping in by appointment at Queen's Avenue School, Edmonton, one is greeted by Principal T. D. Baker, a former provincial vice-president of the Alberta Teachers' Association. In this school there is one class of slow learners, one sight-saving class, and a hard of hearing class. At the door of Miss Knight's room the visitor notices first the alert and happy faces of the pupils. All the children use earphones and they are encouraged to watch the lips of the teacher as well as to listen through the earphones. Miss Knight uses normal

enunciation, without exaggerating lip movement, and speaking softly into a microphone she introduces the visitor by name; the children acknowledge the introduction and then proceed without embarrassment to their accustomed tasks. Since it is very important that they hear themselves when they speak, the children are taught to wear the earphones constantly so as to have continuous hearing experiences. Everyone in this room is taught lip reading. Beginners play lip reading games; the class divides into teams and each side counts points for success in de-

ten years old, has been speaking only for about a year. Graduates of grade six from this room take their places with hearing children the following year without undue difficulty.

Schools for the Deaf and Blind

Each Fall the Department of Education sends at Government expense, to special schools, parties of handicapped children in charge of escorts specially chosen for the task. The following tabulation gives the numbers of Alberta children in attendance at these schools for the school year 1951-52:

Names of Schools	No. of Alberta Children in Attendance
Schools for the Deaf, Saskatoon, Saskatchewan	55
Mackay School for the Deaf, Montreal, Quebec	25
Institution des Sourds-Muets, Montreal	8
School for the Deaf and the Blind, Vancouver, B.C.....	6
Nazareth Institute for the Blind, Montreal	1
Ontario School for the Blind, Brantford	18
Total.....	113

tecting what the teacher is saying, she whispering by lips and they interpreting. If you think this is easy just watch your lips in a mirror while you say "red, and gray." The difference is very hard to detect. Now try saying "we and cookie." You will find it possible to detect the difference only if you place your fingers below your chin and feel the consonants reflected in your throat muscles. Lip reading at the serious stage includes drill on words like this, that, hat, fat, there, hair, hear; and you may be sure this is very serious work and very hard work for children who have to depend mostly on sight to distinguish "here" from "hair." Sounds difficult to learn are K and C; also difficult are G and J and especially ch. Miss Knight teaches ch through the analogy with a sneeze. Eugenia had measles at the age of 18 months and lost about 65% of her hearing. Eugene, about

There is a mistaken idea that children in schools for the deaf are taught by means of the sign language. Signs are not taught in the classroom but children pick them up on the playground. In these schools the teacher speaks and the children read the lips. Many congenitally deaf children have some residual hearing. Under a competent teacher a deaf child at the end of a school year may be able to speak three hundred to four hundred words, read these words on the lips, use them in sentence building and write them on paper or on the blackboard. The speech is not perfect if there is total loss of hearing, because speech is pleasant only if it has inflection and tone qualities. It is well to make clear that speech and lip reading for conversation with the general public are mastered by only a relatively small number of the congenitally

(Continued on Page 33)

No Money—?

CEA NEWSLETTER

YEAR-END summaries in the daily press contained glowing reports on high levels of employment and on active and profitable conditions in business and industry. There were equally cheering forecasts for 1953. "In business and labour," said one newspaper, "it was a year of unparalleled achievement." "As producers, consumers, and traders, Canadians chalked up an almost solid line of increases over 1951." In marked contrast were reports on education for which one paper saw "a bleak and dangerous New Year." School affairs are in bad shape and are becoming "intolerably worse." There will be, it is predicted, two tremendous problems, not enough teachers and not enough money.

Basically the concern centres around lack of money, since the increasing problems of the cost of school construction and of obtaining more teachers could be solved if sufficient money were available.

The school situation is not a happy one and will probably become worse before it grows better. One of the most disturbing factors, in our personal opinion, is the conviction, obviously held by some supporters of education and complacently accepted by others, that money is either scarce or non-existent. What these people mean, or ought to mean, is that there is only a limited amount of money available for educational purposes. This is a very different thing from there being no money and ought to be recognized as different. If there is no money, not much can

be done about it; if, however, money is plentiful, it is not unreasonable to expect that education should share in the general prosperity.

There is plenty of money for automobiles, radios, television, cosmetics, comic books, chewing gum, and cigarettes. There also appears to be plenty of money for bricklayers, business executives, salesmen, electricians, and factory workers of all sorts. Advertisements last fall for Canadian airline pilots offered salaries of \$12,000 a year. This evidence of prosperity is encouraging, and it is hoped that it will continue and improve.

What the present situation actually indicates, if one troubles to read the financial and labour news, is not so much a lack of money as an increasing reluctance to spend money for education in proportion to other activities for which there is both sufficient money and indeed conspicuous expenditure of it. Canada spends on education, including universities, two and one-half percent of its national income. Since one-sixth of all Canadians are engaged in some aspect of educational activity, it may be doubted if the use of only two and one-half percent of the national income for this purpose is extravagant.

One is reminded somewhat of the tea-party which Alice insisted on attending: "There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse

(Continued on Page 28)

How Are Your Public Relations?

S. R. LAYCOCK

Dean of Education
University of Saskatchewan

TODAY we hear a lot about the teacher's job in public relations. This isn't a new idea. Teachers and schools have always had some sort of public relations—good, bad, or indifferent. The questions being discussed by teachers at present are "how good are our public relations?" "Should our public relations be improved and if so, just how do we go about doing so?"

Why Good Public Relations?

When we ask teachers just why they should make sure that they have good public relations we get a variety of answers.

1. Teachers need to do a good job of public relations so that they will enjoy that prestige in the community to which their highly important job entitles them. Teachers know how vital is their contribution to the development of citizens who can take their place in a democracy and they naturally would like public recognition for what they are doing.

2. Teachers may seek to improve their public relations because they want higher salaries. They know that, in the last analysis, they will get financial recognition only as the public realizes the high importance of their job. If the members of the public think of teaching as a filling-station job—as merely pouring from a big jug into a little mug—they won't be willing to pay teachers adequate salaries. When people hold that point of view they are willing to place in charge of schools any

immature, inexperienced, untrained individual whose own schooling is a few grades ahead of that of the pupils. It is only when the public sees the teacher as a social engineer engaged in a skillful job of developing the highest potentialities of children that it will be willing to pay for that skilled service. Only then do they realize that knowledge of subject-matter, important as it is, is not enough. Today's teacher must have a broad and deep knowledge of the latest research data as to how children and adolescents develop, the ways in which children differ from one another and how children learn skills, knowledge, attitudes, and appreciations.

3. Another reason why teachers need to do a good job of public relations is that they want to be accepted as human beings. This is a sound reason. The old stereotype of the teacher as a sourpuss, a paragon of virtue, or a third sex must pass. The teacher of today does not want to be put on a pedestal nor does he want to be the chore boy of the community. He wants to be regarded as a good citizen—no more, no less. To achieve this his public relations must be directed towards being accepted in that way by the community. He must, for example, pull his weight in some of the welfare, recreational, and other community organizations in the community in which he lives.

4. The most important reason for the teacher doing a good job in

Dr. S. R. Laycock, dean of the College of Education, University of Saskatchewan, will retire in June, 1953. He is widely known for his work with the Canadian Mental Health Association, his CBC broadcasts, "Schools for Parents," and his interest in the home and school organization.

public relations is that he usually wants to improve the educational facilities of his school and school system. He knows that the teachers do *not* own the schools. Rather he is well aware that the public controls the schools and that schools or school systems cannot be *much* better than the public opinion on which they rest.

In the last analysis the public determines what the schools of any community or province will be like. Parents and other taxpayers determine first of all the main objectives of the schools. If the public wants nothing taught but the "3 R's" that is what will happen. If the public wants nothing but high marks on examinations that will be what the schools will strive for. If, on the other hand, the public thinks of subject-matter as tools to be used in the highest all-round development of children, that will show up in the school's emphasis on developing pupils who will be able to live effectively and happily in a world of increasingly rapid change and continuing tension.

In addition to the above, public opinion determines, in the last analysis, the nature of the school curriculum, the approach to problems of discipline, the quality of the school plant and equipment, and even the general methods of teaching to be used in the classroom. *The public must make some sort of decisions on these matters.* Teachers who want the opportunity to do a first class job in the classroom will want the public's decisions to be based on adequate information and sound thinking about educational problems

rather than on misinformation and prejudice. They will, therefore, want to encourage their fellow-citizens to study the general problems of education. To that end they will want to interpret to the public what the school is doing—and failing to do. In that way they will hope to get adequate backing, for the school in doing a first rate job for boys and girls.

5. In addition to the reasons already given teachers work at the job of good public relations in order that they may secure the cooperation of individual parents and of various community agencies in doing a good job in the development of individual pupils. They know that every child has four sets of teachers of which school teachers are only one. The others are home teachers (e.g., parents and other relatives), playmate teachers, and community teachers (religious and recreational organizations, welfare agencies, movies, radio programs, newspapers, magazines, etc.). The teachers know that there must be a close working partnership between their pupils' various sets of teachers if the youngsters' best possible development is to be achieved.

How Can the Teacher Do a Good Job in Public Relations?

There are many ways in which a teacher can do an effective job in public relations.

1. The most important method is for the teacher to do a good job in the classroom. Pupils are the best advertisers of stimulating and effective teaching. They know which

teachers are keenly interested in their development and which are ready to go the extra mile in promoting that development. After all, effective advertising depends upon having a good product to advertise.

2. The second method is for the teacher to keep up to date professionally so that he may deserve the part he plays as educational specialist in the community. This means continued professional growth through reading and study.

3. The teacher must take definite steps to take his full place as a good citizen alongside of other good citizens of the community.

4. Teachers must make use of concrete methods to inform the public of school activities, school methods, and various problems in the growth and development of children. This may be done through (a) frequent items of news published via the local newspaper or the school paper or broadcast over the local radio station, (b) the sending to parents at regular intervals mimeographed sheets or bulletins which deal with specific topics such as the aims of the school, the purposes of teaching literature, social studies, art, etc., the characteristics of different age-groups (primary children, preadolescents, adolescents, etc.), the educational value of films, libraries and other audio-visual aids.

5. Teachers can interpret the work of the school through accepting invitations to speak at meetings of community organizations—service clubs, church groups, lodges, and women's organizations. Since every teacher is engaged in developing boys and girls for effective and happy living he should be able to stand up and give reasons for the faith that is in him and to discuss the methods he uses.

6. One of the most profitable ways to develop an enlightened public opinion on matters educational is to encourage the study of educational

problems in home and school or parent-teacher associations. That's what such associations are for. They are not organizations to run the school or grievance-committees or ladies' aids to buy school equipment. They are not social organizations or general community clubs. They exist for one purpose only—to promote the development of children and youth in home, school, and community. When they "go off the beam" it is usually because the principal and teachers have no clear conception of the true function of such organizations as study and action associations or else the principal and teacher do not give adequate help and guidance. Studying how to promote the all-round development of the school child in home, school, and community, is the job of home and school or parent-teacher associations. They have no other job. Teachers should therefore encourage such associations to study various aspects of the general topics (a) What Schools Are For, (b) What Children Are Like, and (c) How Best to Promote the Child's All-Round Development.

7. If teachers are to have good public relations they must be ready to welcome parents to the school more often. They must be willing to have visitors. They must be willing to have parents and the public observe them in action in the classroom. Nearly all other artists and craftsmen welcome auditors and observers. This is true of actors, musicians, artists and skilled craftsmen. Teachers must feel secure enough that they can from time to time have visitors in their classroom without being upset over the matter.

8. Teachers whose public relations are good usually have developed effective ways of cooperating with the parents of each of their pupils. There is no substitute for individual teacher-parent conferences if the best de-

(Continued on Page 27)

Free men cannot be taught properly by slaves. Orville Jones believes that our school and our educational leaders should be free to think and free to express themselves.

Labour's Concern for Education

ORVILLE C. JONES

Phi Delta Kappan

THE 1952 National CIO Convention's statement of policy in respect to public education was brief and to the point: "Federal aid to education and school construction, and state and local measures to assure opportunities for a good education to all our children."

Behind this single clause embodied in a resolution dealing with the welfare of children and youth, is a long history of concern for education going back to the very beginning of the labour movement in America.

The American labour movement dates its beginning from 1828, when for the first time a number of local unions in Philadelphia formed the first city labour federation. The next year a committee of this association recommended that:

(1) Public schools be established in every locality of the state.

(2) School boards be elected by popular vote.

(3) An "open-ladder system of schools," free to the children of the rich and poor alike, be arranged.

The motive for this original political action was double-barrelled. Obviously, working people would like to have an equal opportunity for their children to get an education and get on in the world, but this was by no means the strongest of their desires. Remember that a majority of the workers in this period had come to America to escape the tyranny of government or church. They had

come from the debtor prisons. They had come as indentured servants. They had come seeking to achieve a world of free institutions, and how, they asked, can free institutions be maintained without education?

Typical of their point of view is this manifesto of the period:

"All history corroborates the melancholy fact, that in proportion as the mass of the people becomes ignorant, misrule and anarchy ensue—their liberties are subverted, and tyrannic ambition has never failed to take advantage of their helpless condition—Let the productive classes, then, unite for the preservation of their free institutions, and by procuring for all the children in the commonwealth, republican education, preserve our liberties from the dangers of foreign invasion or domestic infringement."

From this early day on, the labour movement has maintained a traditional loyalty to the public school system, a loyalty that is often not reciprocated by educators, who fail to understand the part labour has played in the evolution of the American public school system.

This concern of the workers has never taken the form of an effort to dominate schools or educators but has been a quiet but persistent support of school levies and of legislation which benefits schools and teachers.

What are the hopes of the labour

movement today for the public schools and the teachers and administrators who guide our children and youth?

1. Above all we would like to keep our schools and their leaders free, free to think, free to search for the truth, free to express what they believe to be truth.

Academic freedom, of late, has had rough sledding. The background of this is understandable. As a result of the collapse of our economy in the great depression, businessmen got themselves in the dog house with the public. Their terrific campaign, involving the expenditure, according to *Fortune*, of not less than a hundred million dollars a year to get public attitudes changed, has borne fruit. This campaign has been aided by the real threat of Russian imperialism and its world-wide efforts at social and economic revolution, a threat which could readily be used as a propaganda instrument. In addition to the millions spent, a public press, sensitive to attitudes of advertisers, rendered invaluable service to this effort to restore big business to public favour. The net effect has been highly successful, a new orthodoxy has been established, which if it does not enthrone big business in the place of the Almighty, at least ascribes to it an almost Mesianic function.

This new orthodoxy is readily enforced upon school systems by means of boards of education. These boards are in the main made up of people who, while they may not be corporation officials, are nonetheless amenable to the big business point of view. They are often lawyers, using the school boards as stepping stones to future political careers, and not unmindful of the richest sources of campaign funds and political influence. They are often professional people who psychologically identify themselves with the positions of dominant economic groups, and need no

bribery to lend their influence to the new orthodoxy. How important control of school boards seems to business interests may be judged by the extremes to which they will go to defeat school board candidates representing labour or its points of view.

A number of unscrupulous persons have seen in this situation an opportunity to milk thoughtless businessmen of many thousands of dollars, for their own private gain. By playing on the businessmen's fear of democratic or liberal tendencies in the schools, throwing in a little race prejudice, and savouring the whole mess with everyone's natural desire to get out of paying taxes, they have been able to make anti-public school campaigns pay off very profitably. Unfortunately these attacks have not aided the teachers' feelings of security.

At the college level there is another factor tending to undergird the new orthodoxy. Like everything else, colleges are becoming increasingly expensive institutions. Great personal fortunes are no longer adequate sources of financing, so colleges are turning to the corporations for financial salvation. Corporations spend millions of dollars for research in our colleges to the point where teaching as the art of developing personality has given way to the perfecting of technicians. Financial campaigns to raise money from corporations is the number one item on the agenda of many college presidents today. Colleges do have to have money and this seems to be the only likely source of it, but from the point of view of the academic freedom and of any objective evaluation of our culture, particularly our economic processes, the situation is deadly.

To preserve freedom of the schools, with reasonable opportunity for teachers to seek and teach truth, is going to take some conscious effort.

2. Labour is also concerned with

the objective of education. There is, of course, no such thing as complete objectivity. When human beings act or think, individually or in groups, it is from some standpoint. Public education must have a standpoint. It is our belief that this ought to be the constellation of values which we describe as democracy. Democracy includes reverence for persons as ends in themselves and the belief that persons should contribute at their highest ability to the common welfare, as well as the assertion that ultimate authority is vested in the people as a whole.

This is not a new definition of educational objectives. Where can you find a more inspired idea of it than this paragraph from the Working Men's Joint Committee of the City and County of Philadelphia, published in 1830?

"When the committees contemplate their own condition, and that of the great mass of their fellow laborers; when they look around on the glaring inequality of society, they are constrained to believe that until the means of equal instruction shall be equally secured to all, liberty is but an unmeaning word, and equality an empty shadow, whose substance to be realized must first be planted by an equal education and proper training in the minds, in the habits, in the manners, and in the feelings of the community."

It is interesting that the reactionary people in this country want the schools to confine their efforts to teaching mere techniques, reading, writing, and arithmetic. But in our complicated culture this is not enough. People of many races, nationalities, religions, and vocational and economic status must learn to understand one another and to live together.

The schools prepare students for democratic society both by curriculum and practice. Labour opposes segregated school systems because

they deny in practice the very ideal for which schools exist in a democratic society. Forcing children of one race to attend schools for that race alone is a way of saying effectively to that child: "You are inferior. We do not want you to associate with other American children." What more effective way could be used to implant frustration and bitterness in the heart of a child?

If the schools are to train people for successful life in a democratic culture, they will have a more authentic character if they are able to demonstrate democratic procedures in their internal administration. Hierarchical systems are not a convincing means of training for a democratic society. Group discussions, group decisions, and group actions provide a stimulus to personal improvement which one misses in many educational systems. A summer school at a teachers' college is no substitute for steady growth on the job, of the sort that can be inspired in the creative inter-action of the democratic process.

3. The training of students for effective life in democratic culture requires a balance of personal, cultural, and vocational training.

Many educators assume that the labour movement is interested only in vocational training. A reading of the pronouncements of those early labour groups who fought to get a public school system established will make abundantly clear that their concern was broader than that. They wanted their children trained to be free men in a society of free institutions.

There have been many quarrels among educators as to the merits of cultural versus vocational education. This is unfortunate. The obvious truth is that every human being needs both. Status and happiness rests on ability to fit into the employment pattern and make a vital

(Continued on Page 30)

Are We Neglecting the Three R's?

G. M. DUNLOP

A casual glance at recent issues of Canadian magazines reveals that there is widespread concern over our schools. To meet this situation teachers should gather together the results of the many experimental studies comparing the efficiency of the schools of today and yesterday, for the purpose of familiarizing our critics with the facts. As a matter of fact, the critics have a poor case, and the evidence of this is found in their reliance on personal testimony and hearsay evidence. To the best of my knowledge there is not a single body of data in modern educational research in the United States, Canada, or in Great Britain, which supports the conclusion that today's schools are doing a poorer job than was done twenty, fifty, or one hundred years ago. On the contrary! But let us examine the evidence.

First we might quote from the report of the Boston Grammar School Committee of 1845. "The results show beyond all doubt that a large proportion of the scholars in our first classes, boys and girls of fourteen

Dr. G. M. Dunlop is chairman of the psychology division, Faculty of Education, University of Alberta. He believes that the most effective method of answering attacks on our schools is to present accurate and objective information.

and fifteen years of age, when called upon to write simple sentences, to express their thoughts on common subjects, without the aid of a dictionary or a master, cannot write without such errors in grammar, in spelling, and in punctuation, as we would blush to see in a letter from a son or daughter of their age."

In 1906 J. L. Riley administered a test to the junior high school pupils in Springfield, Massachusetts, which had been administered to a similar group in 1846. In 1926 Elwood Cubberley readministered it to a comparable group in Minneapolis. The results of these testings follow:

Subject	Percentage of Correct Answers					
	Springfield			Minneapolis		
	1846	1906			1926	
	Grade 9	Grade 9	Grade 7B	Grade 7A	Grade 8B	Grade 8A
Spelling	40.6	51.2	53.1	57.2	57.3	60.1
Arithmetic	29.4	65.5	46.4	55.2	63.9	67.1
Geography	40.3	53.4	63.1	65.7
Penmanship	Better

These data certainly indicate a tendency toward increased efficiency in instruction over a period of eighty years.

An interesting comparison of the scores in reading rate and reading comprehension of American soldiers in 1918 and 1945, is summarized in Volume 59 of *Senior Scholastic*. It indicates that reading attainment had risen four grade levels between the two wars. Certainly this weighty evidence indicates that the teaching of reading has at least not deteriorated in the last thirty years.

Dean Ernest Melby, in *American Education Under Fire*, reporting on the notorious attack on public education which was covered so well in the *NEA Pasadena Story*, writes: "... in Pasadena, parents wrote to the local newspaper for weeks (at the invitation of the paper) complaining that the schools were not teaching the three R's. An examination of data, made on the basis of standardized tests given in the community since 1923, revealed that children of today are more competent in all skill subjects, with the exception of spelling, than were the children of Pasadena eighteen years ago. This is true despite the fact that, grade for grade, children today are six months younger than the children of 1923." In spelling, which is mentioned as an exception, the Pasadena scores fell below the earlier norms in two grades.

In Los Angeles, administration of the same tests over an appreciable period made a similar comparison possible. In comparison of achievement of sixth graders in thirty-three elementary schools for the years 1923-24 and 1933-34 it was found that the 1933-34 group was markedly superior in reading, superior in spelling, and about equal in arithmetic.

A more recent study by Finch and Gillenwater reported in the *Elementary School Journal* compared the achievement of all children in the

sixth grade in 1948 with a similar group in 1931, in Springfield, Missouri. Using the Thorndike-McCall Reading Scale they found the 1948 group significantly superior to the 1931 group, although the 1948 children were, on the average 1.56 months younger. The difference favouring the 1948 group represents approximately "40% of the gain ordinarily made in one year by children of this age." In other words although the children in the 1948 group were 1.56 months younger, they were approximately one half grade superior in reading attainment.

There have been many comparisons of the efficiency of the progressive and the traditional school. In 1935 a six-year program of experimentation was conducted in 70 elementary classrooms of New York City. One half of the classrooms were staffed by teachers using modern progressive methods, and half by teachers employing traditional procedures. Wrightstone in *An Evaluation of Modern Education*, reports that there was little evidence of any significant difference in reading, spelling, language, and arithmetic. However, there was unmistakable evidence that the children of the modern activity schools were superior in leadership, cooperation, self-direction, and critical thinking, as well as being vastly more interested in the school program.

As a matter of fact, Wrightstone has rendered a real service in his summarization and evaluation of recent status of the efficiency of our schools. Of seven major studies of achievement on reading, six report definite superiority in pupils instructed under modern curricula. In arithmetic skills in the elementary school, three studies report superior achievement for children in the newer programs, three report equal achievement, and only one shows the conven-

(Continued on Page 27)

Who Is Responsible for GOOD SCHOOL MORALE?

LELAND S. MARCH

The principal should stand solidly behind the teacher. Teachers should avoid destructive criticism of the administration. Keeping each other informed is the basis of good school morale.

THERE is no doubt that the morale of a school greatly affects its efficiency and its ability to exercise its rightful influence in a community, but responsibility for producing good morale is sometimes evaded. Like Thomas Nast's famous cartoon of city officials and politicians standing in a circle, each pointing to the man on his right as the one to blame for municipal corruption in New York City, just so, school people are prone to say "The morale in our school is poor because . . ." then each group points to the other. While many definitions have been given for good school morale, it may be summed up as "a condition of mutual confidence of all groups in a school community in each other and in the school with the end result of constant improvement in the school program."

The groups in a school community may be divided into the superintendent and the board of education, the principal and his administrative assistants, the instructional staff, the student body, and the parents. The fallacy of blaming any one group for poor morale, then sitting back resigned, is evident when one realizes that if the other groups pour enough good influence into the situation long enough, the deleterious factors are

going to be diluted to a point where their influence will become negligible. No one group can completely dominate the rest. Let us consider the ways in which each group can produce factors developing good morale.

The Superintendent and the Board of Education

The superintendent and board of education exercise the most influential role potentially, but generally fail to recognize the importance of their position in building the morale in the school community. How many boards of education organize advisory councils among the parents to get their opinions? How many boards welcome, and invite the public to their meetings? How many boards develop and print a set of their policies on the purposes, functions, and duties of the schools and express their philosophy in print to prevent misunderstandings? Is it because some superintendents say, "Never put things in writing, because it is hard to change them" that the teachers and parents frequently suspect that some superintendents and boards of education are evasive, and

Reprinted from The American School Board Journal.

cannot be trusted? The practice of some boards of holding meetings privately instead of publicly does not lend confidence to their purposes. The trick of frequently postponing the "regular, public meeting," and then meeting on fifteen minutes' notice on another day prevents the attendance of interested people, and even prevents some board members from getting there in time to take part in the action. Does this build up "mutual confidence in all groups in a school community . . . ?" Most boards recognize their responsibility to provide suitable school buildings, textbooks, and good working conditions for the teachers and pupils. Most recognize that unless a satisfactory salary scale is provided, good teachers are going to gravitate to other communities. However, many boards and superintendents disregard the personal feelings of teachers in such things as the issuing of contracts early enough for teachers to know whether or not they can or want to return, and in time to become candidates elsewhere if not re-elected. Some boards do not give out the contracts until the teachers return in the fall. Does this build up "mutual confidence"? Some boards in small towns make teachers apply for their job all over again each spring, instead of adopting the policy that doing a good job is insurance of a renewal of the contract. The superintendent and board of education definitely can build or destroy good morale in a school community.

The Principal and Administrative Assistants

In the experience of the author as a superintendent and principal, more morale destroying incidents arose from misunderstandings between groups than from any other one cause. Obviously, the best way to prevent misunderstandings is to keep everyone concerned as fully inform-

ed as possible as to the purposes, procedures, policies, and plans of the school program. If the principal develops a good printed administrative manual with the policies, customs, and rules of the school, and sees that every teacher and school official has a copy, then much of the basis for misunderstandings will be eliminated. This manual should be revised democratically each year to keep it up to date. There should be included such things as the attendance-take procedure, the schedule of assemblies, the assignments of teachers to duties other than instruction, the fire-drill regulations, disciplinary policies, and all the customs of the school which are so hard for new teachers to learn and for veterans to remember. Courses of study or curriculum guides help in clarifying what teachers are supposed to teach. The practice of giving explicit, precise instructions which leave no grounds for the common accusation of vagueness, will do much to build the staff's confidence in the administration. The principal is responsible for maintaining a quiet, orderly building (with the help of students and teachers) and must stand solidly behind the teachers. Supporting the teachers in their discipline is an accepted responsibility, but how many principals err in allowing the instructional program to be interrupted frequently, day in and day out, until a teacher is uncertain when a class begins, whether or not it will be finished without three or four announcements, the collection of money, or an announced assembly program. This feeling of uncertainty destroys the confidence in the teachers that the principal knows what he is doing. Long-range planning and following an announced schedule will eliminate this bad influence. Some principals use the intercommunication system to find out what is happening in classrooms by listening in without the teacher's knowledge. This does

not produce confidence in the principal. Unless the principal assists the teachers, through his office assistants, in duplicating material, recording marks, etc., so far as possible, resentment against "the office" will develop among the teachers.

Some principals forget that the schools are paid for by the public, and that the pupils belong to the parents, and try to "run the school as I want to run it." This destroys school-community morale in no time at all.

An "inner circle" of advisers for the principal among the teachers quickly tears down morale. Unless the faculty feels that the opinions of all are being considered as important, they resent the opinion of one or two as accepted. The practice of asking for suggestions for improving the school in a faculty meeting, then privately bawling out a teacher who suggests something the principal does not want done, is bad for morale. It is questionable to let every teacher vote on every decision, but the right of the individual to express an honest opinion without fear of reprisal is important. Some teachers will always give wiser advice than others, but all have a right to be heard.

The principal has a definite responsibility to promote activities developing friendly feeling among the staff for each other, to become as much like a group of friends as possible, rather than be solely a professional group. The saying, "As is the principal, so is the school," applies to the morale of most schools.

The Teachers and Morale

Probably the one besetting sin of teachers is "talking about the principal" with "criticizing each other" a close second. Either can destroy morale irrevocably, and often does. The cattiness of some teachers is incredible. A concerted effort on the part of a staff to frown on destructive criticism of the administration

and other teachers will do more to build school and staff morale than any other one thing teachers can do. It does not matter whether a teacher comments unfavorably on the principal, or the school program as a whole, or some other teacher or a pupil. If it is done to the wrong person, it causes untold harm. Teachers who run down their organization and/or its members to the public are the source of much of the present loss of confidence in public education.

"A teacher told me that . . ." is considered an unimpeachable source of information to a critic of the schools, forgetting that most teachers are not completely informed as to what the principal, the superintendent, or the board of education has in mind. Also, the critics forget that some teachers have an axe to grind. "Either make your criticism to the person involved, or don't say it!" is a good slogan to post in the teacher's lounge.

The practice of assigning a teacher as a "pal" to each new staff member in the fall to help orient them is a good morale builder. This prevents the formation of cliques by getting the new teachers accepted more quickly.

It is vitally important that teachers become acquainted with the parents of their pupils and become a part of the community. If they cannot, they should try another community. A little of the Golden Rule in dealing with other teachers and parents will build a good feeling everywhere.

The Students Can Help

While the students depend on the leadership of the principal and the teachers, much can be done with and through them to develop mutual confidence between the groups in a school community to produce genuinely fine school morale. The psychological principle on which to work is the fact that "the person who does something for another gains

love and affection for the person served, rather than recipient developing affection for the doer." This principle can be used by getting students to do fine things for the school, not to the extent of exploitation, but enough for them to see how much their service improves the school. Then they see that *they* are making the school better, and it becomes their school to a far greater extent than when the board of education, PTA, parents and teachers vie in giving the students presents, as a figure of speech.

Some fine services the students can render, according to their grade level and age are: organize a student council, hobby clubs, traffic squads, school beautification clubs, as well as the traditional activities in athletics, music, and drama. Students should be taught to take all the responsibility they can handle successfully in operating their activities, and should pay for their failures as part of learning the price of responsibility.

The spreading of the slogan of "If you like your school, tell others; if you do not, tell the principal or a teacher," is a good morale builder. Another is "Make your criticism of the school to the school, not to the public." These are ways of lessening destructive gossip. The student council, home room organizations, etc., can be used to teach these ideas to the general student body. Pupils can almost destroy the usefulness of a school by thoughtless gossip, and have destroyed more than one teacher's or principal's career.

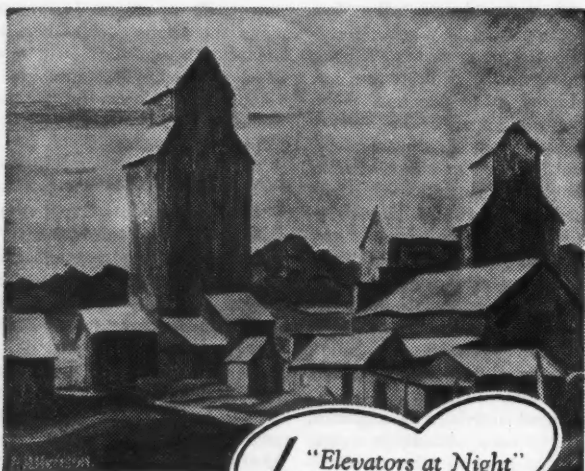
Needless to say, there should be no secret fraternity or clubs, and so far as possible, the membership of all clubs should be open to all students on a democratic basis. This recognizes that certain abilities are requisite to membership or participation in some activities or clubs. There must be no discrimination on the basis of race, religion, or wealth.

The organization of a plan to welcome new students, to help orient new staff members by pupils, and make the pupils feel responsible for the smooth and successful operation of the school will contribute to development of morale. All these techniques help the student to feel—"This is *my* school."

School Spirit Will Help

Student morale is objectively measured by manifestations of so-called "school spirit" at school activities and games and around the school building. In a school with good student morale, there are always groups of students vying with each other in demonstrating how much they are willing to do for the school, either in supporting an athletic team or in rendering services to the school. The faculty should not let itself grow so old emotionally that they pooh-pooh adolescent outbursts of enthusiasm, even when the outbursts may temporarily upset the ordered routine so dear to the elderly teacher. Students can be steered in gentle curves into the right attitude and behaviour toward "the ordered routine" of a good school and be happy in the process with the retention of their exuberant school spirit. On the other hand, any attempt to steer them at right angles to their course, or throw them in complete reverse instantly, will produce resentment at the staff, and induce a loss of enthusiasm and school spirit.

For example, a spontaneous parade down the corridor by cheering students the day before the big game of the season can be handled in two ways. The gentle curve method of steering is to genially but firmly tell them—"Ten minutes of all the noise you can make folks, then back to class so the students who need the time for their lessons will not be handicapped by too much loss of time." Then, "Five minutes to go!



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Is that as loud as you can cheer?" Finally, "Just two more cheers and then back to class." By gently curving their activity back into the classroom, while approving of a demonstration of love for the school, the principal can guide them into respect for the regular routine without dampening the exuberant spirits. If necessary, a little talk with the home room leaders will prevent too many outbursts. An attempt to throw them into reverse instantly, or make them turn a right angle emotionally by ordering them back to their classrooms without another cheer is likely to chill healthy adolescent enthusiasm, produce direct disobedience, and precipitate an unpleasant incident.

Demonstrations of school spirit should be set on a high standard of behavior to prevent the development of rowdiness, vulgarity, and bitterness against rivals. Cheers which insult the rival players, humiliate them, or incite the spectators to violence should be deleted from the school repertoire through an educational program conducted by the sponsor of the cheer leaders.

Properly directed, the expression of school spirit by rallies, parades, noisy pep meetings, etc., can develop school spirit in the adolescent mind. If the demonstrations get out of hand, they may be harmful. It is up to the smart administrator to guide his student body in gentle curves into the best attitudes and behavior which will benefit the school.

The Parents Are Important

Many jokes are told about the parent-teacher association. Years ago the same was true of the early Ford automobile. In their own very different ways both made and are making wonderful contributions to the improvement of the community. Join the PTA, attend the meetings,

and make it a success. This should be the plan for all parents. This is the way to become acquainted with the school, its program, its staff, and to express opinions for the improvement of the whole system of education. While some individual PTA's have done harm, the principle of the organization is good and wholesome.

Parents can help build morale by helping teachers with housing problems, advising on questions which are difficult for newcomers to the community. If the teachers are genuinely welcomed by the parents into their churches, clubs, and organizations, the community will be enriched. Better school morale will result because the school staff will be happy.

Anything to discourage destructive criticism will improve morale, but we must recognize the fact that freedom of speech always has been and always will be abused by some people. However if the parents frown on malicious gossip, and unkind comments regarding the school or its staff, much harm will be avoided.

The parents should show interest in the school by visiting, but not to the extent of being in the way. Some program of education should inform them of "visiting hours" when they can see the school in action without interrupting the program. Build up the custom of parents and visitors "entering the school through the office" and this will lessen the interruptions of tests, etc., by well-meaning parents who enter a classroom unannounced expecting to have a teacher's full attention for an interview although the teacher may have just started the class on a timed test, or have just gotten their interest tuned up to a point where she hopes to crystallize some important attitudes.

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How Are Your Public Relations?

(Continued from Page 12)

velopment of John and Mary is to be achieved. A great many teachers need to learn how to conduct a teacher-parent interview. It must be on the friendly cooperative basis of "searching together" (not one party telling the other what to do) in order to understand the individual child's needs and problems and to discover effective ways of helping him.

9. Part of a teacher's job in good public relations is to develop effective ways of cooperating with community agencies in the development of his pupils. This means close liaison with the church, welfare organizations, and recreation agencies and perhaps with the radio stations and the press. The great majority of citizens are anxious to help children and will cooperate in doing so if their help is sought in a friendly fashion.

Conclusion

In conclusion, it would appear that teachers *must* be interested in improving their job of public relations. Otherwise their prestige will suffer, their salaries will suffer and the work they are doing in the classroom will suffer. This is true of even the most formal teaching of subject-matter. The attitudes of parents and the public seep through into the most formal of classrooms and affect all aspects of the learning that goes on there. However, the most vital reason for teachers and schools having good public relations is for the sake of children. The latter's best development depends upon the degree of understanding and cooperation between their home teachers, their school teachers, and their community teachers.

Are We Neglecting the Three R's?

(Continued from Page 17)

tional type program as slightly more effective. In language usage all studies of both elementary and secondary levels show superior achievement in the more progressive programs. In spelling the picture is not quite so favourable, as two studies show the superiority of the progressive program, one shows the traditional and progressive programs as equal, while another reveals the traditional program as superior. Wrightstone concludes: "The evidence of growth in the basic skills, both at the elementary and secondary levels, reveals clearly that in the modern curriculum these skills are achieved as thoroughly or better than in the conventional curriculum."

In 1950 Curr and Evans studied scholastic attainment in Birmingham, comparing groups of children taught under traditional methods and under the activity program. They reported

that the pupils studying under the activity program were much superior in composition, and slightly superior in reading, spelling, and arithmetic.

Teachers will not argue that our schools are perfect. But they make claim, with perfect assurance, that our elementary schools are superior to their predecessors and that the improvement is continuing. And this has occurred in spite of the fact that our schools are attempting so much. William H. Burton writes: "Early schools catered to a selected group of children who came, generally, from more privileged homes which valued education and expected children to go on to school" . . . the beginning of the second quarter of the century saw "all the children of all the people" coming to the elementary school.

The schools have been able to cope successfully with this unparalleled influx due mainly to the fact that in



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this century as never before there has been an attempt to study the learning process in the fundamental subjects. Out of this has arisen a body of psychological insights into reading, writing, arithmetic, and spelling which has revolutionized classroom methods and greatly increased the efficiency of instruction.

A last word. Do not take too seriously the criticism of our schools. You may recall that a recent poll was conducted by the Canadian Institute of Public Opinion on the question "Do you think children today are being educated better or worse than children when you went to school?" The response was as follows:

Worse	11%
No Difference	18%
Better	71%

This evidence seems to support the belief that, while not so vocal as our critics, the general public is satisfied with the school system.

No Money——?

(Continued from Page 9)

was sitting between them fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head . . . The table was a large one, but the three were all crowded together at one corner of it. 'No room! No room!' they cried out when they saw Alice coming. 'There's plenty of room!' said Alice indignantly, and she sat down in a large armchair at one end of the table."

We trust that 1953 won't be too bleak for education; if it is, perhaps the supporters of education are lacking in Alice's courage, and sense of indignation. Or perhaps Canadians just haven't as deep a belief in education as they like to think they have.



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Labour's Concern for Education

(Continued from Page 15)

contribution. There is, of course, the obvious fact that in our society money is the medium of exchange and the ability to earn some of it is absolutely necessary for food, clothing, and shelter. Tragic, indeed, is the fate of the educated person who has no sound vocational base.

On the other hand technical skill alone does not make a life or a society. In a democracy every citizen is called on to share in great policy decisions. Does he know enough of history to understand the present or to visualize where we are headed? As the labour movement has come to greater power and participation in community and government, its members have need for more than vocational skills. They need insight into the issues and trends of their time.

The technician must also be a person. It is easier to train the technician than to develop the person. Educational maturity, for example, does not necessarily grow out of a Ph.D. degree. It is an easier educational task to prepare a student for competence in his chosen skill than to turn out an emotionally mature person, who understands social values and who is willing to stand up and be counted.

I think labour would agree with the judgment of Oliver C. Carmichael in his annual report to Carnegie Foundation: "... education which takes a detached view of life and society, that never leads students to face issues ... tends to produce men and women who are spectators rather than actors ... They view both sides of questions with equanimity, seeing the strength and weakness of each ... but never align themselves with either of the contending forces. Surely the effective citizen ... must be willing to stand up and be counted, to make a commitment, to throw

his weight on the side of truth."

Labour hops, therefore, that out of our schools will come persons who are significant in themselves, who can make a real contribution to their communities, vocationally, and who are committed to the democratic ideal and willing to add their bit in the eternal struggle to keep it and to improve it.

I think that we would be willing to let Albert Einstein speak for us at this point. "It is not enough to teach man a specialty. Through it he may become a kind of useful machine, but not a harmoniously developed personality. It is essential that the student acquire an understanding of and a lively feeling for values. He must acquire a vivid sense of the beautiful and morally good."

4. The labour movement would be happy to see an improvement in the income and status of teachers.

We are well aware that in this period of inflation people with fixed incomes have tended to suffer. Because of their willingness to organize and struggle on their own behalf, workers have been able to counteract inflationary forces and to improve their income. Teachers are sometimes resentful of labour's ability to protect itself, but workers have won this ability at a price teachers have not been willing to pay. They have won the right to organize by their endurance on picket lines, and all too often by their own bloodshed.

Teachers sometimes blame labour for the current inflation, but remember that we had the same sort of inflation after World War I when the labour movement was nearly prostrate. Let me call your attention to a statement by Charles E. Wilson, while president of General Motors: "I contend that we should not say 'the wage-price spiral.' We should say 'the price-wage spiral.' For it is not primarily wages that push up

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prices, it is primarily prices that pull up wages."

Some economists believe that we are in for a long period of high prices. If so, then teachers' salaries should be brought up in line with these high prices.

Labour usually supports efforts to get better pay for teachers and also efforts to equalize educational opportunities throughout the nation. Only federal aid can bring children in such states as Mississippi an equal chance at a good schooling. There is no reason to fear federal control through such grants. People who advance this argument are primarily interested in holding down taxes.

Beyond the matter of income is the problem of status. Time was when teachers and ministers were the only educated people in their communities. They were inevitably the community leaders. No one questioned their right to be persons and to think and

say what they wanted. But society has moved far from these pioneer communities where the teacher could be a person in his own right. Vast school systems, complicated administrative structures, and boards of education have made the teacher one of hundreds of employees.

The danger is that teachers will become mere hirelings and be denied the right to be persons in their own right. Harold Benjamin of the NEA Defence Commission warned: "Free men cannot be taught properly by slaves. Courageous citizens cannot be well educated by scared hired men."

Frankly, also, we in labour believe we can see a marked improvement in the status of teachers and the respect they receive from the community when they have the courage to do what workers have done, form a union and fight for their own betterment!

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Official Bulletin, Department of Education

No. 153

Farmer's Day Holiday

Friday, June 12, will be observed as a holiday in all schools, having been declared a school holiday by the Lieutenant-Governor in Council in recognition of Farmer's Day.

Material For Coronation Programs

The Department is having prepared a pamphlet outlining suggestions for special programs to celebrate the coronation of Queen Elizabeth. Copies of the pamphlet will be distributed to teachers about one month before the date of the coronation.

This is in addition to the coronation souvenir booklet described in the Official Bulletin for March, 1953.

Coronation Broadcasts

The School Broadcasts Branch has arranged for two broadcasts about the Coronation. These will be concerned chiefly with background information, presented in dramatized form suitable for the upper elementary grades. These programs will be heard at 2:00 p.m. on April 30 and May 7 over stations CBX, CKUA, CFGP, CJOC, and CHAT.

And Voices That Do Sing

(Continued from Page 8)

deaf, most of whom will carry on a conversation by means of pad and pencil.

Some of the larger residential schools have modern vocational departments which help to prepare the student to take his place in the community. In one large school for the deaf in Montreal the boys learn to read and write and they study the subjects customarily given to normal boys. At a later age they learn a trade, and in their twenties they may enter industry in competition with hearing men in such pursuits as printing, sheet-metal, carpentry; or they may elect to remain for years practicing their trade right in the institution itself, which sells the pro-

ducts of their industry under a working arrangement with labour as to codes, salaries and working conditions.

As an illustration of the amazing results that can be achieved by the skillful and devoted teachers in these schools, one may cite the experience of hearing half a dozen deaf girls in Intermediate School presenting a play. They first learned to say the words mechanically and then memorized the respective parts, which they pronounced clearly, with appropriate gestures. They presented this short play with animation and enthusiasm, and, considering their handicaps, with commendable expression. To this writer the accomplishment constituted a minor miracle.

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Administrators will be glad to know too that these new materials may be introduced gradually, level by level, without upsetting in the least the effectiveness of present materials continued in use at other levels and in other grades. This is possible because all the improvements have been worked out without any change in the pattern of vocabulary and skill development. Thus the New Pre-primers may be used with the 1940-46 editions of FUN WITH DICK AND JANE, and so on.

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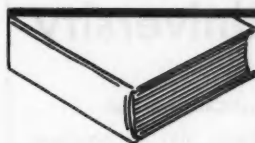
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Canada, The Golden Hinge—

Leslie Roberts, *The Clarke, Irwin & Company Limited*, Toronto.

This book contains an amazing amount of detail. Historical information concerning each region, and outlines of industrial development provide a wealth of information about our country. The author speculates as to the industrial potential of the various areas and sounds a note of caution concerning the need to husband our enormous resources.

Cargoes on the Great Lakes—

Marie McPhedran, *The Macmillan Company of Canada*, Toronto, \$2.75.

This is a story of Canada's economic geography. Through the funnel of the Lakehead area pours the wealth of the Canadian west and the manufactures of the east.

Ports of call, canals, locks are all described as the author records the

passage down to the St. Lawrence.

This book should attract and interest the young readers.

The History of Education in Newfoundland—

Fred W. Rowe, *The Ryerson Press*, Toronto, \$3.75.

The educational system of Newfoundland is essentially denominational in character. Church groups exercise most of the control over the schooling of Newfoundland youth. The provincial department of education provides grants-in-aid, but does not have the control over the system that we normally associate with government.

This book traces the development of the present system showing how firmly the tradition of partnership between state and church in Newfoundland education is entrenched.

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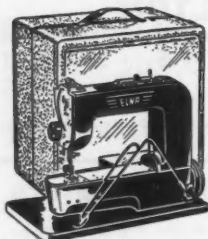
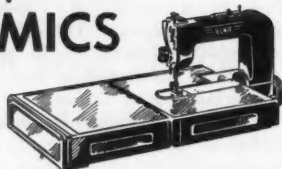
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Times Have Changed

From The ATA Magazine, April, 1928

School curricula have changed. Some would have us return to the "good old days." Here is what one teacher thought of school twenty-five years ago.

"... What is the common cry today among teachers? Is it not that the pupils have no concentration? Concentration on what? All he has to do is to swallow what the teacher tells him and even then, in some cases, the food is predigested. There is nothing to call out the fighting qualities common to youth. There is nothing left to stimulate his natural spirit of curiosity..."

—H. D. Ainlay.

Most of the privileges and responsibilities the Alberta Teachers' Association has were objectives of yesterday. A professional organization must exercise disciplinary control of its membership.

"... I am in favour of teachers getting the power to discipline members of their own profession. If any teacher does anything unprofessional it reflects on the whole profession and, consequently the other members should have the authority to exercise some control."

—H. D. Ainlay.

The Executive Council is continuously concerned with bettering communications among members. While progress can be noted, the present situation is similar to that noted below:

"I am in favour of the formation of a committee to study carefully into methods of promoting closer relations between the Executive and members at large; and between locals

and members at large. This seems to be the one great problem with which we have made no appreciable headway. It ought not to be insolvable."

—M. Fowler.

J. E. Simpson, principal of Queen Alexandra School, Edmonton, is first vice-president of the Alberta Federation of Home and School Associations. Twenty-five years ago, he wrote this in The ATA Magazine:

"I am in favor of parent-teacher organizations, not only in cities and larger towns, but throughout the country district."—J. E. Simpson.

Today, the Canadian Teachers' Federation speaks with the collective voice of over 63,000 teachers in the ten provinces of Canada. Its position as a national organization is the outgrowth of the drive of our leaders of twenty-five years ago.

"The record of Alliance membership during the year is very satisfactory. The news from the other provincial organizations with which we are associated in the Canadian Teachers' Federation is very encouraging to all interested in the teachers' organization movement. The Saskatchewan Teachers' Federation has more than doubled its membership during the year. The Nova Scotia Teachers' Union became affiliated with the Canadian Teachers' Federation early in the year. The delegates of this Union were welcomed to the CTF convention at Toronto for the first time, their affiliation completing the circle of teachers' professional organizations in the nine provinces..."

—H. C. Sweet.



Edmonton, Alberta,
March 5, 1953.

To the Editor:

On January 27 I spoke to the Education Students assembled at Calgary for the Western Canada Student Teachers Conference. The substance of what I said has got into news several times with varying degrees of interpretation and completeness. Since I think what I said may be of some interest to teachers generally, and since there may be some question as to what actually was said I should like to report through *The ATA Magazine*, if this be possible.

My topic was "Pupils Like Teachers Who—." In all I had ten points each of which was elaborated briefly and were as follows:

Pupils like teachers who:

1. Are able to maintain discipline or control;
2. Provide adequate work to do;
3. Arrange tasks so that pupils know what is expected of them;

4. Assign homework tasks that can be clearly accomplished (Parents like this too.);

5. Assign tasks for which references are available;

6. Mark or take up promptly assigned homework;

7. Return test papers promptly;

8. Review returned test papers;

9. Prepare notes, summaries or blackboard material in systematic order;

10. Proceed through work in an orderly fashion.

It was observed also that these principles appear valid regardless of the general nature of the teaching methods or procedures being employed.

Yours very truly,

W. H. SWIFT,
Deputy Minister,
Department of Education.

March 20, 1953

To the Editor:

Retired teachers in Edmonton, who are interested in tutoring Grade XII students for examinations, are invited to write to the office stating name, address, telephone number, and subject which they are prepared to tutor.

Yours truly,

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OUR LOCALS



Calgary Rural Local

The Calgary Rural salary negotiating committee, under the leadership of L. Cottrell, successfully completed negotiations with the Calgary School Division Board and Calgary Division is the first one in the province to obtain a basic minimum of \$2,200 beginning January, 1953.

The last meeting was spent reviewing the material and ideas brought back by J. Folkard from the Banff Workshop on pensions. Dorothy Bugler, Calgary teacher, gave the members an interesting account of her recent trip through the heart of Africa and down the Nile. C. W. Nelson showed 16 mm. films on Ethiopia. The films were sent to him by his brother who is one of several Canadian teachers in Ethiopia.

Scholarship awards will be presented by President E. C. C. Leppard and Board Member D. T. Gowdy to the three students of the division receiving the highest standing in Grade

IX, June 1952. These students are from Rockland School and F. C. McInnis was their teacher in Grades VIII and IX.

Clover Bar Local

The Clover Bar Local executive meeting, held on February 7, decided to sponsor a noon luncheon for the principals' association, the executive, and past members in honor of Leo L. Piercy, who retired from the teaching field last summer.

The first Saturday of the month has become a busy day for Clover Bar teachers with meetings in Edmonton for the salary policy committee, the local executive, the principal's association, and sometimes the Clover Bar Sublocal.

A report was heard on the bargaining objectives decided on by the salary policy committee. Last year, differences between basic salaries for high school, intermediate, and elementary teachers were reduced;

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it is the determination of the salary group to arrive at a single salary schedule this year.

Val Roos brought in a report of discussions at the meeting of the Edmonton District Geographic Council, which concerned salaries, pensions, the need for standing committees to the ATA Central Executive, etc. Mr. Roos' report made apparent the benefits deriving from participation in the geographic group, and especially the worthwhile part it plays in exchange of information and coordination in salary policy matters.

Clover Bar Sublocal

Edmonton District representative, Frank Edwards, outlined a four point program of recommendation at the sublocal meeting on March 7.

1. That the elections for ten district representatives be held early in January. Then a mail ballot of all teachers be conducted for president and vice-president to be chosen from the ten.

2. A separate pension committee composed of eight to ten people who have the proficiency, ability, and abiding interest in pensions for the purpose of giving the leadership which the teachers have a right to expect.

3. Setting up a standing committee, long overdue, for the purpose of studying the question of sabbatical leave.

4. In an effort to improve public relations in general any delegation of the ATA will henceforth be headed by the speaker who is president of the ATA.

The meeting expressed approval of the professional quality of the February issue of *The ATA Magazine*.

Coaldale Sublocal

John Mazurek reported, at the March second meeting, that the bargaining committee has begun negotia-

tions with the board to raise the basic salary to \$2,100 and to establish pay for extra-curricular activities, sabbatical leave, and cumulative sick leave.

There are three alternatives open to choose from for hospitalization and medical plans. Eric Harder told the group the alternatives were: (1) the group insurance plan sponsored by the Alberta Teachers' Association, (2) the Blue Cross and separate medical plans, or (3) a new contract, prepared according to the wishes of the group, to be submitted to insurance companies for bids. The plan backed by the ATA would have to be endorsed by at least sixty percent of the teachers in the local. If enough members are interested in drawing up a contract for the local, a general meeting will be held.

Egremont Sublocal

At the February meeting of the Egremont Sublocal a discussion was held regarding sports equipment. It was recommended that more equipment be provided for the younger pupils, and that more indoor games be provided.

It was decided that the following topics be submitted to the research committee to be dealt with at the spring institute:

Division I — Enterprise and Remedial Reading.

Division II—Remedial Reading, Spelling, Language, and Discipline.

Division III—Unit Methods.

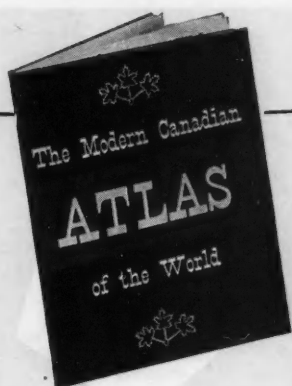
The members were all in favour of using the workshop method of discussing these topics.

Evensburg-Wildwood Sublocal

At the February meeting, it was decided that the track meet be held on May 22, with the following two Fridays reserved as emergency dates.

May 7 and 8 is set for the spring rally.

Four members were chosen to re-



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port on topics of Child Psychology as outlined by Ralph Zuar. These members will give their reports at the next meeting and the others are to be prepared to discuss the topics.

Fairview Sublocal

H. Senetza, M. Hauck, and B. Rourke, members of the salary negotiating committee, were instructed at the January meeting to ask for a basic salary of \$2,000, with increments to be raised from eight to ten years, and a principal's allowance for five rooms instead of four, as at present.

At the February meeting, the negotiating committee reported that the divisional board was willing to raise the years of increments, providing service for that length of time had been in the division. Principals would be paid for seven rooms instead of the present four. The board offered, however, a basic salary of only \$1,900.

This was turned down by the teachers. The negotiating committee was instructed to ask for the original basic, or an increase in the second and third increments by fifty dollars each.

Occupying as much time as the discussion of salaries, was the way in which ATA elections were run. Members felt that a numbered ballot was not only highly undemocratic but entirely unnecessary.

Lacombe Local

At the last meeting of the Lacombe Local the new salary schedule was approved.

A divisional testing program was decided upon and information from proper sources is being obtained.

Recently a teachers' bonspiel was held at Lacombe, with approximately fifty teachers participating. It was decided to make this an annual event.

A spring banquet and track meet are on the next program agenda.

Lindale-Breton Sublocal

Lindale-Breton Sublocal members chose as their officers: president, W. Wynnyk; vice-president, R. Dickson; and secretary-treasurer, Elizabeth Tiege. Teachers of Warburg voted last fall to withdraw from the Thoraby Sublocal to join the Lindale-Breton Sublocal.

Guest speakers at the sublocal meetings have been Don Tarney and D. A. Prescott. Mr. Tarney spoke on the Banff Workshop and Mr. Prescott spoke on teachers' pensions.

McLennan-Girouxville Sublocal

S. Lefebvre, president of High Prairie Local, led a discussion on the salary schedule as previously discussed at the local.

Marc Bernard informed the group of the possibility of having the district representative, W. D. McGrath, as guest speaker at the next meeting.

Olds Local

R. Bowman, Floyd W. Strong, and Arthur M. Bennett were appointed as a liaison committee for Olds Local, at a meeting on February 4.

Musical directors reported that festivals have been organized in Olds East, Cremona, Sundre, and Wimbome.

The remainder of the meeting was spent in the preparation of a salary schedule, which will be presented to the divisional board.

Paradise Valley-McLaughlin Rivercourse Sublocal

Officers for this sublocal are president, J. Adams, vice-president, Thelma Flint; secretary, Eva Redmond, councillor, Clarence Venance.

Members passed the following resolution at their last meeting: "A twenty-five dollar scholarship be offered to the grade nine student, taking correspondence or attending school in Subdivision I of the Vermilion School Division, who attains

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The Edmonton Separate School Board will make, during the next few months, several appointments to its teaching staff, duties to begin September 1, 1953. Interested teachers are invited to write to the undersigned for blank Application forms and Salary Schedules.

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Rocky Mountain House Local

Salary negotiations, AGM resolutions, textbooks, rental schemes, and track meet proposals have been topics discussed by the Rocky Mountain Local.

The possibility of setting up an active body capable of handling breaches of the Code of Ethics was discussed and the practice of hiring uncertificated people as supervisors in rural schools was condemned.

Also, at the last local meeting discussion was held on the pros and cons of three-day, and two-day conventions.

Stettler Sublocal

N. D. Muir reported at the February meeting that the response to the questionnaire regarding the ATA Insurance Plan seemed to indicate that about forty percent of the teachers of the Stettler area were in favor of the plan.

After some discussion about a music festival, it was decided that the sublocal suggest to the local that no festival be held in Stettler this year.

Thorsby Sublocal

The setting up of a standard set of tests was dealt with at the February sublocal meeting. It was decided that a mathematics test for Grades III, VI, and VIII would be administered throughout this sublocal during the first week in May. Three committees consisting of three members each, were appointed to set the tests.

Westlock-Clyde Sublocal

The recommendation that the two other sublocals in the division be notified of the suggestions made regarding track meets was made at the

March meeting of Westlock-Clyde Sublocal.

R. Staples reported for the policy-making committee on possible salary schedules for presentation to the school board.

Two workshops were formed for discussions of arithmetic teaching in the elementary grades, led by M. D'Andrea and K. Nixon, and of the marking of high school essays, led by C. Poloway.

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March 18, 1953

February 19

At the formal opening of the first session of the Twelfth Legislative Assembly of Alberta, the Speech from the Throne was delivered by His Honour Lieutenant-Governor J. J. Bowlen. On the following day, Russell Patrick, principal of Lacombe schools and member for Lacombe, had the honour of seconding the Speech from the Throne. Mr. Patrick spoke about student loans, guidance in high schools, more grants for education, grants for building, the shortage of teachers, and public libraries.

Following are brief reports of what other MLA's said about education to the Legislature.

Peter Chaba of Redwater

Mr. Chaba said that it was time something was done to alleviate the teacher shortage in Alberta, and that, in his opinion, there was just one reason for this shortage, which was low salaries. He reminded the Assembly that he was not a teacher but that there had been three teachers in his own family, all of whom had left the profession for better paying work.

E. W. Hinman of Cardston

Mr. Hinman said that "if education is as important as we say it is, maybe the teacher service is worth our paying whatever we have to pay to attract an adequate number of well-trained teachers to staff our schools." He offered as a possible solution that the Department should, in lieu of present grants to school districts, consider the feasibility of paying the total bill for teachers' salaries, with the school boards looking after equipment and maintenance.

William Masson of Irma

Mr. Masson stated that it was time we (the legislature) faced the teacher shortage before it became worse, which we had every

reason to expect under present conditions. He offered as a solution that teachers should be made civil servants under the administration of the Department of Education.

Harold E. Tanner, Principal of University High School

Mr. Tanner compared the remuneration of teaching with that of the competing industries in Alberta to show that it was impossible for principals and guidance officers to interest high school students in entering the teaching profession.

J. Percy Page of Edmonton

Mr. Page not only argued for higher salaries in discussing the Throne speech but in the budget speech took issue with the Minister in his statement about present teachers' salaries in Alberta. He said the Minister had not been fair in his statement of wage scales when he included city superintendents in his top brackets.

Mr. Tanner and Mr. Page both argued that the cities were receiving an unreasonably small percentage of education grants and an unreasonably small proportion of their total expenditures for elementary and secondary education from the provincial government.

Lee Leavitt of Banff-Cochrane

Lee Leavitt, Banff High School, spoke about educational finance, more assistance for education in the way of larger grants, including part of the grant based on qualifications of teachers, more emphasis on "professionalism" in the Faculty of Education. He emphasized the seriousness of the teacher shortage, especially the shortage of well-trained teachers. The reasons for the teacher shortage, according to Mr. Leavitt, are low salaries, the existing shortage, and the fact that bursaries are mainly limited for students in one year of training.

Anders O. Aalborg, Minister of Education

Mr. Aalborg said that last year 770 classrooms, valued at approximately \$20,000,000, were under construction and that 378 classrooms, valued at \$10,500,000 had been completed. He also said that salaries paid to teachers of rural schools in Alberta are higher than in any other province, with the possible exception of British Columbia.

Friday, February 20

The resolutions committee met to classify, to consolidate, and to redraft resolutions, and to prepare Executive resolutions for

presentation to the Annual General Meeting, eighty-four resolutions in all.

Saturday, February 21

A meeting of the discipline committee was held to hear a complaint against a teacher of professional misconduct.

Last Week of February and First Week of March

On February 24, I was out of the city to try to settle a dispute.

I had appointments with nine individual teachers, with the auditors for the Teachers' Retirement Fund and the Alberta Teachers' Association, with H. J. Hawkins, deputy provincial treasurer, and with C. K. Huckvale, provincial auditor, L. Hebert, and with the following MLA's: A. R. Patrick, Peter Chaba, Anders Aalborg, Ivan Casey, August Fimrite, J. C. Hillman, Raymond Reiersen, Lee Leavitt, Elmer E. Roper, and the press.

Friday, March 13

Harold Melsness, on the staff of the Faculty of Education and past president of the Association, brought forty students to visit Barnett House. We explained the services to locals and to individual teachers and how beginning teachers as well as experienced teachers could serve the profession through their interest in the Association, especially in professional growth. Tea was served after an inspection of the building.

Saturday, March 14

The finance committee of the Executive, Lars Olson, D. A. Prescott, Robert A. Kimmitt, Marian Gimby, met to consider in detail the financial statements for the year ending December 31, 1952. John P. McClary, auditor, was in attendance, in addition to members of the office staff.

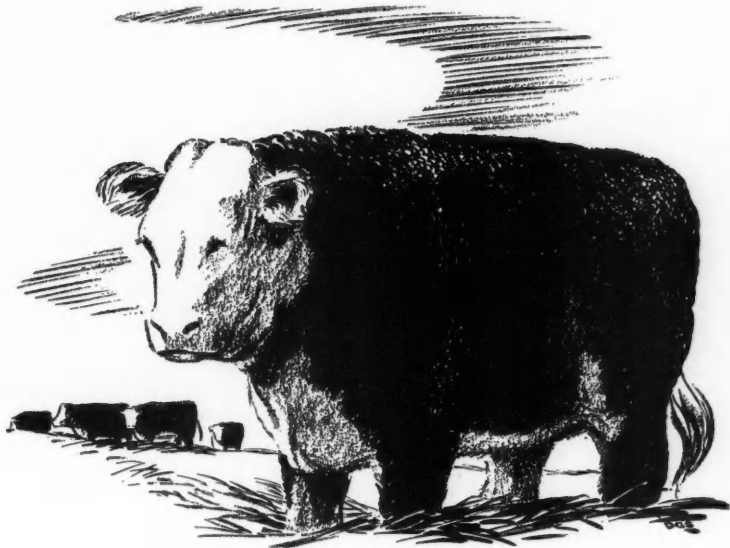
The budget for 1953 was prepared for presentation to the Executive and to the Annual General Meeting.

Week of March 16

The week of March 16 I was busy with correspondence, interviewing MLA's, and discussion of investments for the Teachers' Retirement Fund.

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